

COLLECTIVE WORSHIP



POLICY

Mission Statement

Hardwicke Parochial Primary Academy exists to nurture the essence of St John Ch.3 v16 and St Matthew Ch.19 v19 "Love thy neighbour as yourself".

Our Core Values

Friendship: we achieve more if we support and help each other

Aspiration: aim high and achieve success

Respect: everyone has a voice and deserves to be heard

Responsibility: our purpose is to make the world a better place

The daily act of collective worship at Hardwicke Parochial Primary Academy plays a central role in our life and work. It offers important opportunities to strengthen our school community (and beyond) and reinforces the respect and care that we have for each other.

Through collective worship we make a significant contribution to the religious, spiritual, moral, social and cultural development of those present. We want all children to „enjoy and achieve“ and collective worship is a valuable vehicle for this.

Aims and Objectives

At Hardwicke Parochial Primary Academy we always seek to reflect in our worship the Christian foundation of the academy and its care for all who work here. Children are helped to understand the meaning of Christian worship and we hope that believers will be able to share in it and that others of no faith will reach the 'threshold of worship'. Here at the academy, we are particularly proud of our „Lighting the Candle“ and „Little Sunbeams“ worship teams who support all areas of our worship whilst undertaking their own spiritual journeys through collective worship reflecting on the puzzling questions that life poses.

Our central aims of collective worship are to:

- * provide an experience of worship that will offer opportunities for those present to respond to the presence, power and peace of God.
- * evoke a sense of beauty, awe, wonder.
- * enable children to become familiar with the Bible and grow in their appreciation that for Christians it is God's word.
- * provide opportunities for reflection, participation, challenge and enjoyment where all present can be actively involved and develop their own spirituality.
- * help children to become familiar with Christian language and symbolism and the cycle of the Church year so that they are offered a pattern of meanings and a framework into which they can begin to integrate experience.
- * explore a variety of ways of praying, giving children the opportunity to form their own prayers using multi-sensory foci and introduce them to some well-known Christian prayers, as well as a variety of prayers of thanksgiving before mealtimes and home time.

- * offer opportunities to all children and staff to develop their skills in planning, leading and evaluating the impact of our worship.
- * strengthen and support the academy community, giving expression to, and reaffirming, the core Christian values which underpin the academy's vision, policies, curriculum and moral code.
- * develop a sense of self-worth and celebrate the gifts that each child and adult brings to the academy community, recognising the uniqueness of each individual made in the image of God.

- * reflect on the puzzling questions that life poses and learn to appreciate the significance of mystery i.e. that we can't understand and explain everything.
- * foster a concern for others within the academy community and wider world. deepen appreciation of the gift of the natural world and the importance of acting responsibly toward the environment encourage respect of other people's religious beliefs and practices.

The contribution of worship to spiritual, social, moral and cultural development

The OFSTED Framework for Inspection describes these four areas as follows:

[Spiritual Development](#) relates to that aspect of inner life through which pupils acquire insights into their personal existence which are of enduring worth.

[Social Development](#) refers to pupils' progressive acquisition of the competences and qualities needed to play a full part in society. It is concerned with the skills and personal qualities for individuals to live and function effectively in society.

[Moral Development](#) refers to pupils' knowledge, understanding, intentions, attitudes and behaviour in relation to what is right or wrong.

[Cultural Development](#) refers to pupils' increasing understanding and command of those beliefs, values, customs, knowledge and skills which, taken together, form the basis of identity and cohesion in societies and groups.

We believe that the whole academy ethos and programme of learning contributes to this development.

In summary, within our daily act of collective worship, we aim to:

- * worship God.
- * celebrate all that is good and beautiful and express thankfulness for the joy of being alive.
- * provide opportunities for children to share what is meaningful and significant to them, including the darker side of life.
- * ensure that the experiences provided are relevant to the age, aptitude and family background of the children.
- * provide opportunities for children to silently reflect and explore inner space.
- * illustrate forms of worship that others have found helpful in their spiritual development, e.g. silent contemplation, dance, singing.
- * provide a rich variety of forms of expression, e.g. art, drama, music, story and give children the opportunity to experience these at their own level rather than

teachers imposing their own interpretations.

- * establish an environment that is conducive to worship, which is professionally coordinated and properly resourced.
- * always invite, never coerce, remembering that children will be at different stages of spiritual development and that they should feel able to respond and participate at their own level.

Implementation

- * An act of worship is held every day and normally takes place at 09.15am except on Thursdays when separate class assemblies are held, reflecting on the value for the term. * The responsibility for leading our act of worship will be shared between the headteacher, teaching staff and visitors. A typical week will see the head teacher, deputy head, a teacher (on rota), music teacher(s) and the parish priest (see table below).
- * The deputy head teacher will issue an overview/plan for worship at the start of each term.
- * Worship will be broadly based on the themes as set out in the Roots and Fruits values scheme (see resources). Each term a new theme will be selected and at least one act of worship a week will link explicitly to this theme usually by reference to source material in the Old or New Testament.
 - * The Roots and Fruits resource lists other resources from both Christian and other faiths which link with the weekly themes and may provide a focus for the other assemblies during the week or for discussion during PSHCE and our weekly „follow-up“ values lesson.
- * During each term assemblies may also be organised which act as “worship”. These may be class assemblies to present examples of children’s work to the school and to parents. Aspects of citizenship are also covered by reference to the Cambridge PSHCE scheme (see resources) on an occasional basis within each term.
- * While all staff are not expected to attend each assembly, all staff will generally be expected to attend community worship and other significant whole academy acts of worship.
- * The content of each act of worship is planned at the discretion of the person leading. It is good practice to include a range of stimuli which may include an audio-visual presentation or other tangible focus for reflection.
- * Any announcements to be made will normally take place at the beginning of each act of worship (before the worship table is introduced).

* Singing is an integral part of our worship and as such will be supported with regular hymn and singing practice.

*Pupils undertaking music tuition may support the musical accompaniment of hymns, as well as providing a further opportunity for reflection/ musical appreciation.

* While the daily assembly will be the main collective act of worship, there may be other instances during a normal day when worship is used. This may be in the form of a prayer.

Each time worship begins the children come into the hall listening to the music for the week or instrumental recitals by the pupils and watching the rolling photographs on the screen. At times the special 'thinking candle(s)' are lit. The School Prayer and the Lord's Prayer is said or sung regularly and children are invited to pray.

Organisation Provision is as follows:

Day	Grouping	Venue	Time	Style	Leader
Mon	FS/KS1/KS2 (All staff attending)	Hall	9.10 a.m.	Main act of collective worship setting theme for the week Roots and Fruits values scheme.	Headteacher
Tues	Foundation/KS1/KS2	Hall	9.10 a.m.	Musical worship. Songs of praise hymn practice Follow up to values worship	Deputy head/phase 3 leader/phase 4 leader KS1 lead/phase 1 leader/phase 2 leader
Wed	Separate Key Stage assemblies	Hall	9.15 a.m.	KS2 assembly	Phase leaders
		Hall	10.10 a.m.	Foundation/KS1 assembly	
Thurs	FS/KS1/KS2	CLASS ROOM	9.15 a.m. or 10.15	Follow up to values worship	Class teacher
Fri	Whole Academy	Hall	9.15 a.m.	Golden Book Assembly Class assembly (for parents)	Class teacher
				Or various forms following theme VFL Or Parish Priest /open the book following Christian calendar	Headteacher Open the Book team

Daily/Weekly events

Celebration of achievements: weekly values in action certificates and badges.

Sporting and charitable success are celebrated as well as pupils' achievements outside of the academy.

Half termly events

Where appropriate the PSHCE leader will lead an assembly linked to the themes in the Cambridge scheme of work which are then followed up in the classroom.

Learning Expectations & Intended Outcomes

Education, celebration, praise and hope are essential features of our worship at Hardwicke Parochial Primary Academy. We aim to make children aware of what it means to be a community committed to serving and caring for each other, God and our environment. In so doing we hope to create an atmosphere in which pupils are invited rather than compelled to explore issues for themselves, reflect upon and learn from their own and others' experiences, develop sensitivity and a sense of wonder, awe and mystery for the world of which they are part.

Monitoring, Evaluation and Review

Monitoring and evaluation are part of a whole school cycle of self review and this will be achieved over time by asking all stakeholders to reflect on school worship. Monitoring of collective worship will be carried out jointly by the head teacher, collective worship leader, governors, parents, staff and children. As part of our 'child's voice' a random selection of children will be asked by the collective worship leader to comment on their experience of and response to collective worship periodically over a year.

Useful strategies for collecting the evidence will include:

- * written observations; checking that practice matches planning
- * observing children's attentiveness and level of interest
- * conducting occasional formal observations of collective worship and providing feedback
- * seeking feedback from children, staff, parents, governors and visitors
 - * observing the extent of the collective worship's influence on children's attitudes and behaviour throughout the school
 - * holding regular discussions with colleagues

Evaluation

The information gathered via one or more of the strategies listed above will be analysed carefully in order to evaluate the quality and effectiveness of the collective worship. The headteacher, collective worship leader and governors will be the main evaluators. Formal evaluation of collective worship will take place every two years.

Inclusion and Equal Opportunities

A daily act of collective worship is held for all children regardless of their background of culture or religion. Every effort is made by the school to involve all children unless withdrawn by their parents in accordance with the law.

The right of withdrawal

The parents' legal right to withdraw their child from acts of worship is laid out in the school prospectus where it states, parents wishing to withdraw their child from RE or collective worship on religious grounds should discuss this with the headteacher. If there are any children whose parents exercise their right to withdraw them from worship alternative activities will be provided in consultation with the children's parents. **This does not mean that the children will be in any way exempt from the Christian ethos of the school which underpins the whole of school life.** Parents are made fully aware of this when they enrol their children.

Health, Safety and Wellbeing

In collective worship we follow the schools health, safety and well-being policy. For example, appropriate care must be taken when using lighted candles and electrical equipment. (risk assessment - use of Candles document which will offer guidelines on the storage and use of candles and matches). In line with our safety policy any internet resources used must be clearly checked by the staff member prior to their use in collective worship. In the event of a fire all children must be familiar with the exit routes from the hall. Visitors are not left unaccompanied with children.

Resources

An adequate budget allows for the appropriate purchase of quality resources to ensure a full delivery of collective worship (see Annual School Finance Plan).

Religious education/collective worship resources, artefact boxes and other topic materials are currently stored in the resource room. Resources are audited and updated by the RE/collective worship leader to ensure that there are no gaps.

We regularly use; **Roots and Fruits (values for life scheme), Cambridge PSHCE scheme of work.**

Responsibilities

It is the ultimate responsibility of the head teacher and governing body to ensure a daily act of collective worship takes place. At Hardwicke Parochial Primary Academy the responsibility to co-ordinate the acts of worship lies with the head teacher, and the collective worship leader.

Conclusion

At Hardwicke Parochial Primary Academy, collective worship is highly valued and every effort is made to ensure that all children and staff take an active part in a high quality daily act of collective worship. Worship may contain many elements but we seek to specifically ensure that the act of collective worship is a learning experience as well as a spiritual encounter.

This policy will be reviewed in line with our School Development Plan 2019

Hardwicke School Prayer

Heavenly Father

Be with us in our learning

Be with us in our playing

Be with us in our sadness

Be with us in our laughter

Be with us when we get things wrong

and when we get things right

Be with us as we travel to
school and as we travel home
Help us to love our neighbours

as we love ourselves

Please be here for us Lord at

Hardwicke School. **Amen**

The Lord's Prayer

Our Father, who art in heaven,
hallowed be thy Name,
thy kingdom come,
thy will be done,
on earth as it is in heaven.
Give us this day our daily bread.
And forgive us our trespasses,
as we forgive those
who trespass against us.
And lead us not into temptation,
but deliver us from evil.
For thine is the kingdom, and
the power, and the glory, for
ever and ever.

Amen